

## **Walk Around Survey**

This strategy helps students gather and evaluate essential information in an article.

### **Teacher Preparation:**

1. Select the passage to be summarized.
2. Make a copy of the worksheet (3-4-2) for each student.

### **Lesson Plan:**

1. Have students read the article.
2. Distribute the worksheet.
3. Have students mingle. Each student needs to find 3 informers, one at a time, and get 3 facts from each informer.
4. Direct students back to the article and have them each check their facts.
5. Working individually, students summarize the facts they have gathered.
6. Students should then reflect on what they know and determine what more information they need.

Adapted from a workshop conducted by Daniel R. Moirao for the Academically Gifted Department of the Wake County Public School System in November, 2006.

## Walk Around Survey

Topic: \_\_\_\_\_

Informer	Fact #1	Fact #2	Fact #3

Go back to the article and check the facts. About which topics do you still need more information?

\_\_\_\_\_

Briefly summarize what you have learned from your student informers:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What questions do you have?

\_\_\_\_\_

\_\_\_\_\_

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## Walk-Around Survey

### Benefits:

- Helps students gather and evaluate essential information

Applications in the Classroom	Meeting the Diverse Needs of Students
<ul style="list-style-type: none"> <li>- Gather and evaluate essential information</li> <li>- Interpreting text</li> <li>- Learning new material</li> <li>- Provides opportunity for students to revisit the text</li> <li>- Formative assessment</li> <li>- Opportunity for student self assessment</li> <li>- Can be conducted as a jigsaw activity in cooperative learning groups</li> <li>- Can be a springboard for a writing activity</li> </ul>	<ul style="list-style-type: none"> <li>- Varied texts and materials</li> <li>- Tiered assignments</li> <li>- Scaffolded support and differing entry points</li> <li>- Opportunity for student movement</li> <li>- Incorporates collaboration</li> <li>- Learning styles/preferences</li> <li>- Opportunities for flexible grouping</li> <li>- Opportunity for higher-order thinking</li> </ul>
Content-Area Examples Collected from Workshop Participants	
<p>Social Studies:</p> <ul style="list-style-type: none"> <li>- Used with novel <i>Leon's Story</i></li> </ul> <p>Math:</p> <ul style="list-style-type: none"> <li>- Gather facts for a review of geometric terms.</li> </ul>	<p>Science:</p> <ul style="list-style-type: none"> <li>- Fact gathering for Science Kingdoms. Contributed to all levels of students being successful in gathering the knowledge. Increased quality of student summaries.</li> </ul> <p>Literature:</p> <ul style="list-style-type: none"> <li>- Use guiding categories to elicit examples of conflict, symbolism, and other literary elements in a novel. Quick way to summarize previous night's reading.</li> </ul>